

Perspectives: The Most Restrictive Environment

by Lawrence Newman
Assistant Superintendent of Instruction

The Least Restrictive Environment (LRE) is often mentioned in relation to PL 94-142 in terms of placement of handicapped students with those who are non-handicapped and in a school near the student's place of residence. This resulted from the reasoning that handicapped children are, first of all, human beings with the same inalienable rights as those who are not segregated or placed in a school far from home. How could anyone dispute this type of logic and the human consideration involved?

I raise my hand.

Surface logic can be highly misleading and what is involved, really, is human inconsideration. What is good for the goose does not necessarily apply to the gander. First of all, those who have different handicaps have different needs. It is inconceivable that blind children can be educated the same way as deaf children or deaf children the same way as severely handicapped children. The educational problems related to sight, sound, or developmental processes are too complex for any one teacher or resource specialist to handle, not to mention the knowledge, the training, the skills that are required.

Secondly, what is really meant by the least restrictive environment? Is it not an environment where an individual can interact with others, can function with a minimum of barriers, can develop not only physically but emotionally and socially?

Let us focus on deaf children. Most of them were born deaf. A large number of 15- to 19-year-old deaf students function at the concept level of basic language of a 6- or 7-year-old child. Because of minimum communication with family members most deaf children have had limited experiences upon which to build their language. Also, visual attentiveness lends itself to fatigue far more than would be the case involving the auditory channel. The implications should be clear in terms of the deaf child's attention span, receptiveness to interpreting services, etc. Because deafness isolates one from the stimulation of people and other elements in the environment, there is to some degree a greater chance of being emotionally and socially maladjusted.

If a continuum were to be drawn up, I would place a local public school setting with one or two deaf students in a class as the most restrictive environment. Not far removed from this would be one to three classes for deaf children in a public school. The least restrictive environment would be a large day school program that

has a population large enough to serve students on a K-6 or 7-12 grade level.

Any deaf student who has to learn via an interpreter rather than directly from a teacher is restricted. A deaf student who cannot understand his peers in a classroom is restricted. If a deaf student does not have someone who can communicate with him in order to counsel him, and if he has visual and sentence memory problems, and there is no one to diagnose them, then this student labors under severe constraints. If after school activities such as sports, parties, field trips, scouting are not available to him in a meaningful way, then this student is in a most restrictive environment.

It is interesting to note that the term "institutionalized" is often used as the opposite of mainstreaming. It does not take much imagination to realize that the term "institutionalized" carries with it a stigma or sharply negative connotation. It evokes pictures of state hospitals, of people locked away in remote places and removed from society. Unfortunately, students in residential schools are often considered to be "institutionalized" in spite of the fact they are at these schools approximately 180 days or half of a year.

Such sayings as : "Beauty is the eye of the beholder," and "Age is just a state of mind," applies to students in a state school for the deaf. They, in most cases, feel institutionalized when they are **not** in a residential school because, with minimal communication outlets and few people who understand them, they labor under constraints forced upon them because of their hearing handicap. They are, in effect, institutionalized souls in society's sea of sound.

It is difficult to picture students in state schools being considered institutionalized when there is so much positive human interaction, meaningful learning and extra-curricular activities going on and when, above all, children who formerly were mainstreamed or in small day school programs indicate to us how thankful and happy they are to be in a residential school where it is possible for them to develop a healthy sense of self in an environment which, to them, is the least restrictive.

A point in time comes when the choice by parents must be made on whether their child should be home from school daily or away from home in order to get the best education possible. Parents should be aware that there is

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The Demonstration School Rhythm Program

Seven classes in the Demonstration School are participating in the rhythm program this year. Although the idea may seem incongruous, many deaf children and adults enjoy music and rhythmic activities. Those of us who work with the deaf have seen the face of a child light up when he places his hands on a piano or other musical instruments and feels the vibrations of music. With amplification, some musical sounds can also be heard.

A hearing person may wonder just how the deaf can enjoy music. The deaf can experience music through both the sense of touch and the use of hearing aids for amplification.

The use of music with the deaf is mentioned in the literature as far back as 1802, when Itard, an otologist in Paris, observed the responses of deaf students to the auditory stimulation of bells, a drum, and a flute.

Today, music is included in most programs for the deaf throughout the world. The degree of emphasis placed on the use of music varies, depending on the philosophy at any given school and ranges from the occasional use of music for enjoyment and recreation, to a highly formalized program in which some people claim success in teaching specific pitch and the recognition of even half-step intervals.

When we consider the magnitude of the handicap of deafness, we see why music is not a subject of major importance in most programs for the deaf. The child who is born profoundly deaf must have several years of highly specialized training before he has acquired the ability to communicate using language comparable to that of a normal hearing five-year-old child. Before he even enters school, the hearing child will have subconsciously acquired skill in the use of language and the understanding of the meanings of hundreds of words. The deaf child must be formally taught the words and language patterns that he will need to use to function in a society that is based on communication through the use of language. Thus, every teacher of the deaf must be primarily a teacher of language, regardless of whether he is teaching art, physical education, math, science, reading, vocational skills, or any other subject.

The rhythm program in the Demonstration School is an example of using music as an aid in teaching rather than teaching music as an end in itself.

The rhythm program is taught in a special room equipped with a grand piano, rhythm band instruments, and a phonograph, and the children wear either their individual hearing aids or the Phonic Ear group hearing aids. The room has a wooden floor to improve reception of vibrations. The program is conducted in a relaxed, informal manner to encourage self-expression and enjoyment.



Voice-building exercises at the piano

The specific objectives of the program are to improve certain aspects of speech; to improve bodily control and coordination; to encourage self-expression, imagination and creativity; to develop an awareness of the rhythm in a child's environment; and to promote socialization by encouraging conventional behavior.

The teacher uses various techniques to help the children develop auditory and tactile perception of music. The children place their fingertips on the piano to feel as well as hear the music. They learn to tell when the music is playing and when it stops. They learn to distinguish between tones that are high in pitch and tones that are low in pitch. They learn to say syllables or words with change in pitch to improve inflection in their speech. They learn to distinguish between loud and soft sounds, and fast and slow music. They learn to tap various rhythms in time with the piano to develop a better sense of rhythm.

One of the activities which the children enjoy is associating various animals with different kinds of music. They may gallop like horses to fast music or walk like elephants to slow, low music.

Rhythm instruments such as drums, cymbals, wood blocks, bells, and whistles are used. The children learn to keep time with the piano or a record and to distinguish between high and low pitched instruments. Playing in a rhythm band adds to the children's enjoyment and interest.

Songs and poems are introduced and the children learn to say the words of the songs in time with the rhythm played on the piano. Rhythmic games and simple exercises that include clapping, stepping, turning and bending may be combined with rhymes.



Dancing the Virginia Reel

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Sometimes costumes are introduced and the children present a program on the school closed circuit television. The children love to see themselves performing on television. The children also enjoy performing in the Social Hall before a live audience.

We are hoping that we will be able to present a rhythm program in the Social Hall this spring so that the children can show the various types of activities that they have been learning this year.

Joan Fahey

Demonstration School Math Lab

A new, developmentally based method for learning math concepts, was instituted in September in the Demonstration School. Three classes of juniors participate daily in a Math Lab program under the direction of Peter Rounds, Demonstration School teacher.

Understanding is the most important part of this program. Instead of only learning how to do different math operations, the students gain greater understanding of the math operations they perform.

The new method uses manipulative and representational materials. No books are used. There is a series of packets of task cards for various math operations and concepts. The students manipulate a variety of materials to do the operations on each card, or the use of counting sticks, beans, Unifix cubes, peg boards, and other things.

Students find the cards are fun to do and they have the satisfaction of seeing that the completed card is correct.

The program is individualized so that each student is working alone on tasks at his or her own ability level. Each person's progress depends only on his or her own development in learning by discovery.

This method presents math operations and concepts as games and puzzles or problems to be solved. It offers challenges to the students' thinking.

The three Math Lab classes are using some of the same kinds of material used in the Demonstration School's new Team Village math program but on a higher level than in Team Village. The core of the materials employed were developed and distributed by Marcy Cook, Math Specialist.

Dean Russell, Athletic Director

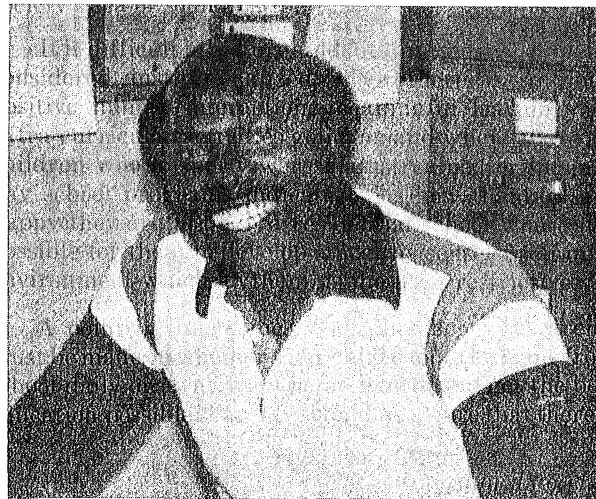
After six years with CSDR as the driver training and driver education teacher, Mr. Russell was appointed Athletic Director in September, 1980.

He is a native of Los Angeles and has an A.S. in cabinetmaking from Los Angeles Trade Technical College.

He has done extensive work at a California State University, Los Angeles, where he received a B.A. in industrial studies, an M.A. in secondary education, and is currently working on a master's thesis in health and safety.

Prior to coming to CSDR in 1974, Mr. Russell taught driver training for two years. He also worked for the Los Angeles Department of Parks and Recreation for three years. His hobbies are gymnastics, football, basketball, and traveling.

Mr. Russell, his wife Cheryl and three children, reside in Riverside where they are building their own home





Support Services

Shirley Skinner was appointed Director of Support Services/Psychologist for CSDR. She is an "Okie" from Tulsa, Oklahoma. She was raised in Texas and Oklahoma. While in high school, Ms. Skinner's acquaintance with a deaf friend led her to become interested in working with the hearing impaired.

She attended the University of Arkansas, obtaining a B.S.E. degree in deaf education and M. Ed. degree in counseling and guidance. While at the University of Arkansas, she worked as a graduate assistant in the residence hall program.

Ms. Skinner then moved to St. Augustine, Florida, and taught in the elementary department at the Florida School for the Deaf and Blind.

A new job opportunity led Ms. Skinner back to Oklahoma. She accepted a faculty position at the University of Tulsa teaching deaf education courses to potential teachers. She also acted as supervisor in the Chapman Speech and Hearing Clinic which is housed on the university campus. She supervised hearing and hearing impaired persons of all ages. She also counseled parents and taught adult sign language and speechreading classes.

While at the University of Tulsa Ms. Skinner obtained her psychometry certificate and took additional graduate study in psychology. In Tulsa she was involved with many groups and was on the Board of Directors for the Tulsa Speech and Hearing Association.

Ms. Skinner has many interests including tennis, jogging, skiing, and sports. She is an avid reader.

Patricia Waters, Parent Education Coordinator

Mrs. Waters was born in Southern California and remained in the area through high school. She then attended Northwestern University in Evanston, Illinois.

While living in Hamburg, Germany from 1966 to

1970, Mrs. Waters became interested in teaching deaf children. Her experiences and frustrations of living in an environment where she could not always speak nor understand the language made her wonder how deaf children learn language. When she returned to the United States, she completed her studies in education of the deaf. She has taught in Orange County, Los Angeles, Hamburg, and at CSDR.

Mrs. Waters has four daughters (Nancy, 15; Nicole, 14; Shannon, 7; and Kelly, 6) with whom she enjoys participating in many activities. They enjoy water sports and traveling.



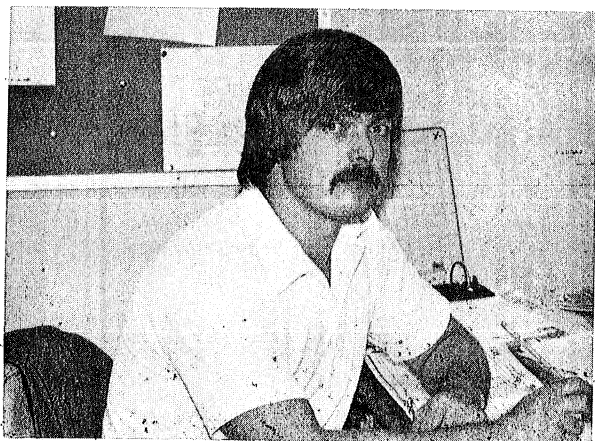
Mitzi Carver, Guidance Counselor

Mrs. Carver received her bachelor of arts degree in social welfare from the California State University, Sacramento in 1973. In June of 1980, she completed the master of arts degree program in counselor education at Loma Linda University, Riverside campus.

Mrs. Carver first began working at CSDR in 1973 as a dormitory counselor in the Deaf Multi-Handicapped Unit I. She was an Instructional Counselor in Whitney I from 1976 to 1978. Then, in the fall of 1978, she was promoted to the Supervising Instructional Counselor position in the Deaf Multi-Handicapped Unit I. Mrs. Carver was recently appointed as a Guidance Counselor at CSDR.

Mrs. Carver's husband teaches social studies and English at Hemet Junior High. They live in Moreno with their nine-month-old daughter and bouncing beagle.





**John Atkinson,
Chairperson of Physical Education**

Mr. John Atkinson has worked at CSDR for three years, and during that time, he taught adapted physical education for students in the Deaf Multi-Handicapped Units and regular physical education to Demonstration School students. He has assisted in coaching football and has acted as head coach to the track team. He acted as the physical education director at the Beverly Hills YMCA for two years. He received his B.S. degree at Cal Poly, Pomona in physical education and M.S. degree and teaching credential at UCLA in 1977. His goal in his new position is to develop a diversified program of physical education that will meet the diverse needs and interests of all students at our school.

NEW STAFF MEMBERS

Mrs. Barbara Peterson

Barbara Peterson has been employed this fall as an Instructional Design Specialist for the Title IV-C Interactive Videodisc Project. She grew up in Omaha,

Nebraska, and holds a B.A. degree in deaf education from Augustana College in Sioux Falls, South Dakota.

Her experience following college included teaching for two years at the Minnesota School for the Deaf and teaching remedial reading during summer programs in Omaha, Nebraska, and in Ipswich, Massachusetts.

Marriage to a Marine brought her to Twentynine Palms, California, in 1970 where she taught U.S. history and girls' physical education. They moved to Riverside in 1972, and she began teaching in DMHU. During the next two and a half years, she served as chairperson for the language curriculum committee.

When her first child was born in 1975, she left the classroom and spent the following two years revising the DMHU language curriculum for publication by Dormac in 1977 under the title, *Building Blocks for Developing Basic Language*. This publication resulted in her performing consultant services throughout the state outlining this curriculum.

The past year and a half she worked at Lanterman State Hospital in Pomona developing the language and reading instructional sequence to be used in computer software for the federally funded project, "Computer Assisted Instruction in Language and Reading for the Deaf."

Susan Pearl

Susan Pearl has been appointed to teach physical education to students in DMHU I and Demonstration School. She will also coach Junior Varsity girls' basketball. Miss Pearl graduated from Cal Poly, Pomona in 1978 and did her student teaching at CSDR in 1979. Last year she taught physical education for Rialto Unified School District and traveled to six different schools every day. She is very happy to be back at CSDR and really enjoys teaching here.



TOP ROW:

*John Vollrath, Harold Levy,
Scott Kerby, Bill Miller, Ray-
mond Bradley*

MIDDLE ROW:

*Victoria Howard, Lily Gibbins,
Katie Kessler, Teresa McDon-
ald, Patricia Quinn, Gayle
Bena*

BOTTOM ROW:

*Susan Pearl, Margery Kras-
noff, Jody Z. Allen, Elizabeth
Fischer, Wendy Laird*



Teachers Carmen Magno and Sandra Heflin

Carmen P. Magno

Ms. Magno was recently appointed as a teacher in DMHU II. She was born in the Philippine Islands and is a naturalized citizen of the United States.

Ms. Magno acquired her education in the Philippines and earned her masters degree in communication disorders from the University of Oklahoma. She taught preparatory through intermediate levels and deaf multi-handicapped children at the Florida School for the Deaf and Blind before moving to CSDR this fall.

Sandra Heflin

Mrs. Heflin has been appointed as a long term substitute in DMHU II.

She is married to John L. Heflin who is a former teacher and now owns his own business. They have two children (Jody, 7; Brian, 10) who attend Riverside Christian Day School. Mr. and Mrs. Heflin also teach and interpret at Magnolia Avenue Baptist Church in Riverside.

Mrs. Heflin became interested in working with the deaf through a deaf student she met at California Baptist College. She admired his courage and determination. Mrs. Heflin attended California State University at Northridge and Los Angeles.

Gayle Bena

Miss Bena was born at Shaw Air Force Base, Sumter, South Carolina, where her father was stationed as an Air Force pilot. After being transferred to several states, she and her family were sent to Riverside where she attended CSDR, from the age of three until graduation. She attended Gallaudet College for two years and then transferred to the California State University at Northridge where she majored in Liberal Studies for her B.A. and M.A. degrees in the education of the deaf.

Before becoming a teacher in High School at CSDR, she was a substitute teacher for the deaf at Monroe Elementary School Riversids and at CSDR for about two years.

She teaches reading and social science. Her hobbies are reading, needlepoint, and sewing.

Harold Levy

Mr. Levy was born in Cincinnati, Ohio, and grew up there. He graduated from Withrow High and Gallaudet College where he received his B.A. degree. He then attended Western Maryland College where he received his degree in the education of the deaf.

He taught at Mandahl-Peace Corps Elementary School for three years and Wayne Aspinall Junior High for three years in St. Thomas, Virgin Islands.

He teaches reading, English, and social science in High School. His hobbies are cooking, photography, and traveling.

Tricia Quinn

Ms. Quinn was born on Saint Patrick's Day in Orange, New Jersey. She has lived in Summit, New Jersey, all of her life. After graduation from High School, she went to Marietta College in Ohio, and then transferred to the University of Hartford in Connecticut. She graduated with a B.A. degree in elementary education, English speech and drama.

After working in New Jersey for two years, she attended Gallaudet College in Washington, D.C. where she received her M.A degree in the education of the multi-handicapped hearing impaired.

This is her first teaching assignment, and she is very happy to be at CSDR. She teaches reading and English.

Ms. Quinn has studied classical voice for years and piano for eight years. Her hobbies are reading, listening to music, dancing, and participating in local dramatic

Teresa McDonald

Ms. McDonald was born in Bridgton, Maine, and lived in the same house all of her life. She attended public schools there and then went to the University of Maine in Orono, where she received her B.A. in psychology.

After graduation she was employed at the Governor Baxter State School for the Deaf in Falmouth, Maine, as a teacher's aide. She started learning sign language there, and during the summer program with Kendall School, she learned about Gallaudet College.

In the spring of 1978, she took a sign language class at the University of Maine, Portland, and that August started graduate school at Gallaudet. While at Gallaudet, she was a resident assistant in the dormitory and worked as a telephone interpreter for the students.

She graduated from Gallaudet last May and worked there as a teen advisor and pre-school teacher for the Family Learning Vacation Program during the summer months.

She moved to California in August and is very happy to be here. She enjoys many kinds of crafts, including sewing, knitting, embroidery, and jewelry-making.

Jody Allen

Jody Allen comes to us from the eastern side of the country, Massachusetts. She received her B.S. in Boston and her M.A. at Gallaudet. She spent one year in Framingham, Massachusetts, teaching at the Learning Center for Deaf Children. When she is not teaching, Jody enjoys spending time with her husband, who's a film editor in Hollywood, and with her dogs. She likes to hike, bike ride, and go to the beach.

Raymond Bradley

Raymond Bradley grew up in Ohio. In 1973 he received his B.A. in English from Gallaudet. He then received his M.A. from California State University, Northridge (CSUN). For five years, Raymond taught in Santa Ana at the Taft School. Reading, hiking, camping, and talking with friends take up his time out of the classroom.

Lily Gibbins

Lily Gibbins graduated from CSDR. She also graduated from Gallaudet College. Last year, Lily was a long term substitute in Unit II. She is married and has three children.

Victoria Howard

Victoria Howard is back in the classroom after taking off the last seven years to be a graphic artist. She grew up in North Hollywood. In 1967, Vicki got her B.A. in art from Brigham Young University, and in 1971, her M.S. in deaf education from the University of Southern California. Vicki taught at Project IDEA in San Jose, and at the New Mexico School for the Deaf. In her free time, she enjoys doing art work, creating by batiking, watercolors, drawing and silkscreening.

Gena Fischer

Gena Fischer also grew up in California and graduated from CSDR in 1968. Her B.A. in art was received in 1973 from Gallaudet and she received her M.A. in Special Education from CSUN. For five years, Gena taught math to middle schoolers at the Tennessee School for the Deaf in Knoxville, Tennessee. She likes to travel and go camping. Her Scottie dog, Maggie, is her good companion and Gena enjoys taking Maggie on walks.

Katie Irving

Katie Irving Kessler grew up in San Francisco and then moved to New York City at age 13. She attended Bard College in upstate New York and completed graduate school at CSUN in 1977. Katie moved to Maryland where she taught at the Maryland School for the Deaf, Frederick. She was married in December of 1979. On her time off, Katie enjoys going to the mountains and the desert. She enjoys jogging, going to the movies and listening to music.

John Vollrath

John Vollrath also grew up in Ohio in the city of Marysville. He attended Wittenberg University, Springfield, Ohio for his B.A. For his M.A., he went to the Ohio State University in Columbus, Ohio. He taught in Columbus at the Central Ohio Adolescent Center with emotionally disturbed deaf students. His pastimes include both water and snow skiing, camping, hiking and racquetball.

Margery Krasnoff

Margery grew up in Framingham, Massachusetts. She graduated from the University of Hartford in Connecticut and then from Gallaudet College. She taught the deaf for two years at the Mansfield Training School in Connecticut. When Margery is not hard at work at CSDR, she likes to play tennis, swim, and when the snow appears, she likes to go downhill skiing.

Demonstration School Math Lab

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House of Representatives Has TTY Service

Beginning this year, the U.S. House of Representatives will be operating a TTY telephone answering machine which can be used by deaf and hearing-impaired citizens to contact Members of Congress. People with hearing impairments who have TTY's will now be able to call their Congressman at (202) 225-1904 and be connected to this new system. Messages will be received by a special operator who will take the message to the Congressman, who can then transmit a reply over the TTY.

In an August 3 letter to Congressman Paul Findley, R-Ill., the Clerk of the House of Representatives Edmund Henshaw noted Findley's "longstanding interest in providing such a system at a central House location." Findley has long been a supporter of the interests of deaf citizens, introducing legislation in the three past Congresses to allow tax credits for the purchase and use of telecommunications devices for the deaf and hearing-impaired, and working resolutely for installation of a TTY in Congress.

Findley said this will not be the first TTY installed for use by the federal government. "Our colleagues in the Senate presently have three TTY's in service for communication with their deaf constituents. Also, the Federal Communications Commission and the Internal Revenue Service have TTY's. These have proved to be of value to those deaf persons in need of routine assistance from such agencies. Installation of this TTY in the House encourages deaf citizens to become a more vocal part of the legislative process as well. It insures that, at last, our deaf population will truly be heard," Findley said.

Minor Donations Funds

In Memory of Mrs. Hazel McCrory:

Mr. and Mrs. James O. Glorvig; Mrs. G. C. Harter; Mr. and Mrs. Max Harter; Mr. Mrs. L.W. Pepper; Mr. and Mrs. Rolf and Ruby Myers; Mr. and Mrs. Allen W. Stokes; Mr. and Mrs. Allen W. Stokes, Jr.; Mrs. Lucille Orman; Mrs. Icle Hodges; Mr. and Mrs. Donald Wells; Mr. and Mrs. Bernie Barrier; Mr. and Mrs. Max Barrier; Mr. and Mrs. James R. Harper; Mr. and Mrs. John I. Stolp; Mr. and Mrs. Tim Rowray; Kenieth and Eunice Watson; Mr. and Mrs. William Robards; Neighbors in Aspen Village, West Covina; Mr. and Mrs. Donald Hix; Mr. and Mrs. H. C. Harter; John and Martha Tallin.

Minor Donations Fund, Gift:
Mrs. Dickey DeLoss.

CSDR Receives Television Decoders

Five television decoders were donated to the California Association of the Deaf (CAD) by the American Broadcasting Company (ABC). CAD, in turn, gave two of these decoders to CSDR.

The decoder device makes it possible for deaf viewers to read captions on some TV programs. This system is known as closed-captioning.

National Captioning Institute is an independent organization that does the captioning for the television networks. Only three networks, namely ABC, NBC, and PBS, permit some of their television programs to be captioned for deaf viewers.

Last winter, at CSDR, George Patrick, Manager of Captioning from ABC, gave the decoders to Betty Witzak, State Treasurer of CAD, and Tim Jaech, representative of the Riverside Chapter of CAD. Then the decoders were presented to Robert Lennan, Superintendent of CSDR, and Harold Kund, Dean of Students.

Deborah Popkin, Director of Captioning Services-West, Joe Corrigan, Production Manager, NCI-West, and Lawrence Newman, board member of NCI-West, witnessed the presentations.

Sign Language Bible Possible with New Translating Techniques

New techniques, developed and tested, have made it possible to translate the Bible and any other written material into American Sign Language. This concept is of special interest to Bible translators who have pioneered the field of translation of the scriptures. The goal of translators has been to enable people throughout the world to read the Bible in their own language.

Techniques developed by Jack R. Rose, a visiting professor at California State University, Northridge have been taught in a recently completed workshop for deaf students and interpreters. Translation from English to American Sign Language by workshop participants focused upon classics in American literature. These videobooks include selections from children's stories, poetry, and required reading for students in Freshman English classes at the University.

Dr. Ray L. Jones, Director of the National Center on Deafness at CSUN explained: "The Bible and great literature of the world is translated into many different languages in order that it can be fully enjoyed by people of different nationalities. At California State University, Northridge work is underway to develop a library of great literary works in American Sign Language. We envision a Library of Literature in videobook form on videodisc or videocassette where deaf people can come to view classic literary works as told in American Sign Language."

Career Center

by Dan Leinbach
Career Education Coordinator

California School for the Deaf, like many other public schools, has assumed a new role of assisting students in future career planning. For several years CSDR has been developing a fine Work Experience Program whereby our students could gain "on-the-job" experience while enrolled in school. Students have become involved with a variety of experiences ranging from working with the Internal Revenue Service to assisting with the Riverside Humane Society. The city of Riverside and the adjacent communities have been quite responsive to the placement of our students and many very positive gains have been made because of this.



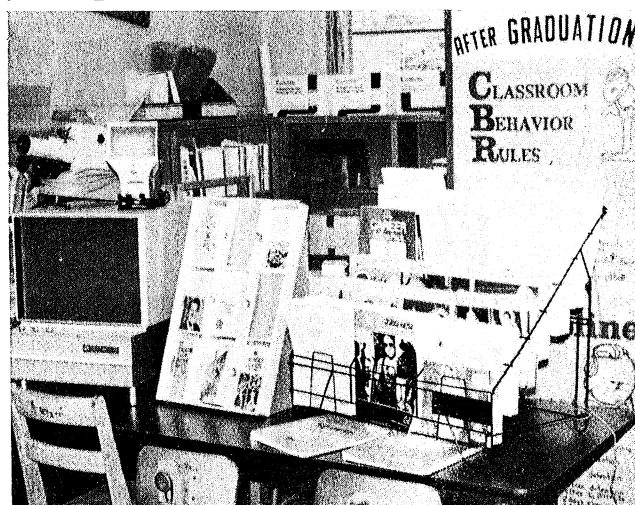
In 1979, CSDR established a formal Career Education Resource Center, located in the Vocational Building. This Center is designed to accomplish three primary goals. First, to serve as a resource for both individual students and for formal classes seeking career information. Materials are now available for a basic interest survey inventory of students with a focus on their interests, and skills for future occupations. Secondly, our Career Center serves as a resource for teachers and counselors seeking new materials in career information and independent living skills. A variety of materials is available ranging from printed and reproducible materials, to filmstrips, video cassettes and 35mm slides with sound. Lastly, our Career Center serves as a center for our work related instruction given to all juniors and seniors who are involved in our Work Experience Program. Students are exposed and become familiar with such areas as, completing proper applications, interviewing, developing good work habits, how to locate a job and ways of keeping one's job.

Presently, we are attempting to establish a sound program of career awareness and planning beginning in the early years of the Demonstration School and continuing until the moment of graduation. We feel that it is vitally important that students see and understand the relationship of what they are learning now to what they

might be doing after leaving High School. Through inventories and evaluations, students' interests and skills can be identified and should then be realistically matched with responsible possibilities of career opportunities for the future. We have been quite fortunate in that the Career Center at Poly High School of Riverside has allowed us to utilize their computer based Guidance Information System and to receive detailed printouts on specific occupational areas as well as vocational, junior college, and 4-year college opportunities for the deaf and hearing impaired.

Our Career Education Center fulfills other functions also. Efforts have been made to centralize information of positive field trips related to careers and career planning. Through the use of microfiche, materials are currently available for students to get information on programs of nearby colleges as well as business schools and universities. Files have also been developed containing commercial materials on a wide variety of occupations and work interest areas.

We feel that we have made great strides in bringing together career information and career materials. Our hope is that more and more students and staff will begin to use these resources in developing future career planning.



Deaf Employment

The most complete bibliography of literature related to employment of deaf persons is now available from the National Technical Institute for the Deaf (NTID) at Rochester Institute of Technology. The selected bibliography lists articles on employment and the deaf, and related areas such as safety, insurance, law and driving. Current media products including films, videotapes and cassettes on employment of deaf people are also listed. Copies at \$1.00 are available from: Rochester Institute of Technology RIT Bookstore, One Lomb Memorial Drive, P.O. Box 9887, Rochester, NY 14623.

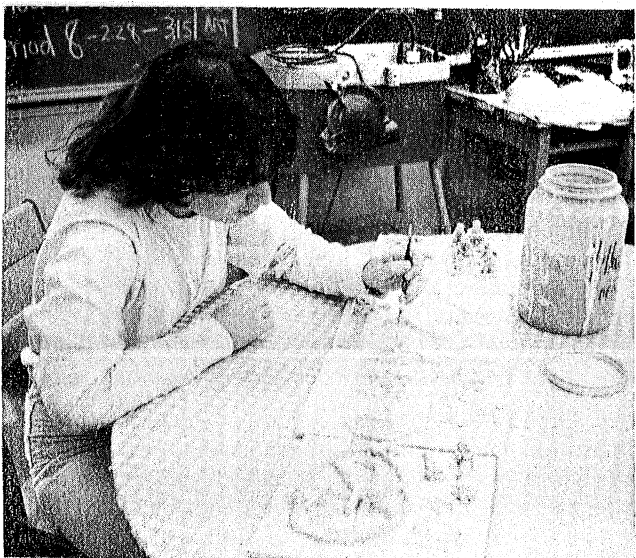
Ceramic Mural

Last year, Mrs. Radzin's ceramics class worked on a thirty-six panel mural depicting the activities and classroom scenes at CSDR. The original design was drawn by David Call, a student who graduated in 1980. Ceramic students formed the clay panels and glazed the bisqued pieces.

The panel was completed last year and was cemented on the brick wall between the art and ceramic rooms as a gift to the school.



Maria Miller working on a panel depicting the Cub Scouts marching

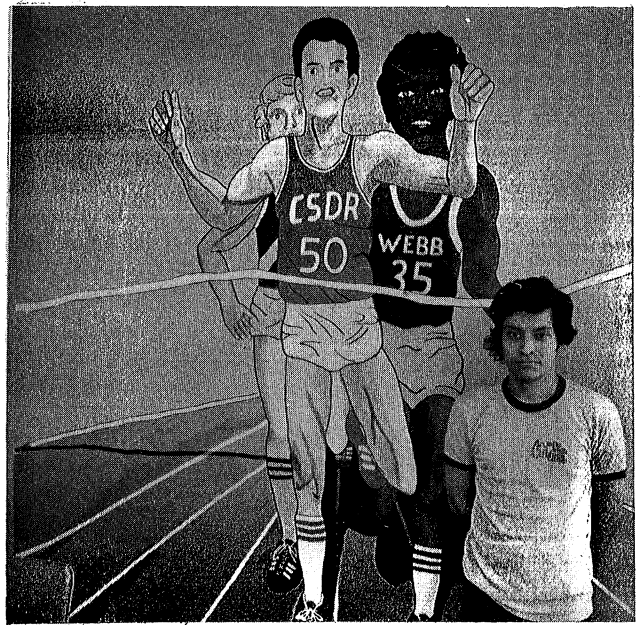


Cathy Appleby glazing a series of four panels of playground scenes

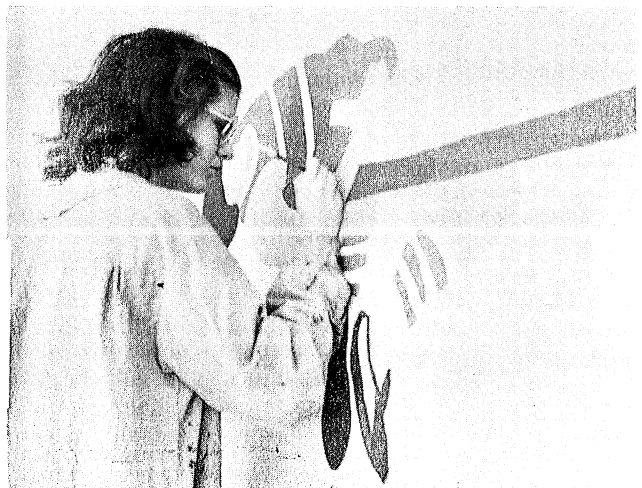
Cafeteria Paintings

Last year, Mrs. Radzin's art class painted sports figures on the walls in the cafeteria. The figures brightened up the environment and gave some creative students the opportunity to exhibit their abilities. Football, baseball, track events, volleyball, wrestling, swimming, tennis, soccer and cheerleaders are the themes that permeate the cafeteria walls.

Abel Lopez, a 1981 graduate with tremendous talent, painted three scenes. Ricky Roark also painted a scene along with these students: Cecilio Argila, Laura Billings, Nick Green, Janet Hawksley, Tiffany Hughes, Kim Miner, Billy Nicholson, Cherie Payseur, Pat Schultz, and Kim Weigel.



Abel Lopez



Kim Weigel

Library-TV-Media Services

Media Center

The Media Center continues to be an extremely busy activity center, especially with an increasing number of students being involved. A new darkroom for photography classes has been built and is completely equipped. Mr. Lynn Davidson is the instructor for this new and exciting elective for students in the High School Department.

Approximately 90% of the requests for media/graphic services are carried out by students in the media class, which is another elective offered by the High School. This class is taught by Mr. Tim Jeach.

The Media Center would not be able to meet its commitments without the very fine work done by students who are referred for work experience.

Captioned Films

Sixty-three new captioned films have been added to the depository which now has a total of 1,102 captioned films.

Copies of Lesson Guide, Louisiana Edition, 1979, Volume XV, were handed out to each teacher and some other departments. These guides are to provide lesson plans for teachers to utilize with the showing of the films.

TV Studio

Students in Mr. Strahan's broadcast Journalism class has been busy with two main projects. Their first priority, the weekly "Newsign" program, was off to its best start in five years. With the addition of a new color field production camera "Newsign" is able to provide much higher quality pictures of various campus events along with interesting interviews.

Their other project was the annual CSDR—TV Christmas special.

Library

This year, some High School students have been helping Ms. Johnson. Many new attractive books have been processed and replaced by these students. Proceeds from the fair will go toward the purchase of new paperbacks for our new, attractive paperbacks carousel. The carousel is a gift from the Class of 1980.

Directory of Resources Available

The Greater Los Angeles Association of the Deaf (GLAD) has developed a resource directory that would be of value to parents, professionals, and hearing impaired individuals. The cost is \$10. Contact: GLAD Administrative Offices, 616 South Westmoreland, Los Angeles, CA 90005, and request **GLAD Directory of Resources Available to Deaf and Hard of Hearing Persons in the Southern California Area 1979.**

The Art of Being Deaf or This I Believe

by Mervin D. Garretson

Principal, Model Secondary School for the Deaf,
Washington, D.C.

(This paper was presented to the Montgomery County Chapter of the Parent-Teachers Association of the Maryland School for the Deaf while Mr. Garretson was Executive Director of the Council of Organizations Serving the Deaf.)

It would be presumptuous for me to think I possibly could reflect the art of being deaf on the basis of my own experience with the disability; however, perhaps it is possible to know something about this from personal observations of deaf children and adults of all ages. If you look closely, you will note this head which was once midnight in hue is now approaching dawn, so I am no longer in the bloom of youth. Once upon a time, many years ago when I was five, spinal meningitis introduced me to profound deafness—so all through these years it has been my privilege to know and to work with thousands of deaf people in this country, in Canada, and in Europe. From these contacts it has been possible to develop a sort of composite picture of what we might mean by "the art of being deaf." And because a number of thoughts, opinions, and prejudices have gathered up here about this life of ours, my talk tonight could be prefixed "This I Believe." I might note in parentheses my understanding that what I believe does not make it necessarily right.

Whenever I am approached by a parent of a deaf child or a group of parents, a line from an old song comes to me: "What can I do — or say to you?" First of all, let me caution against seeking extensions or projections from only one person's experience with deafness. There must be at least half a million profoundly deaf people in this country and each one probably has made a different sort of adjustment. To be sure some very broad generalizations may be possible.

To begin with, let me tell you that loss of hearing is no calamity. Most deaf people find life interesting, vibrant, challenging. Once in a while one gets into a rather uncomfortable situation, as when he goes into a drug store and asks for a package of Chesterfield cigarettes and is given a bottle of cough syrup. That's one reason why I switched to Salems — that I can pronounce! That may also be why some deaf people quit smoking! I can still recall my early days when Mother would send me to the corner grocery store for 10 pounds of potatoes and I learned to expect anything from a slab of bacon to the Empire State Building! And being stopped on the street by passing tourists asking for directions — why do they always select a deaf person for their questions? We try a variety of responses: 1) Point to your ear and say "I cannot hear,"

"I'm deaf" or a reasonable facsimile thereof. 2) Take out a pad and pencil and ask them to write down their question. (Unfortunately, sometimes they can't write, and other times they ask if you can read.) 3) Just say: "I don't know" — but the most interesting approach is approach is: 4) Say: "Go down four blocks, turn right and continue all the way to the first traffic light, then up two more blocks, then turn left and go on for six more blocks." I don't know where that gets them but they do see a little of the city in the process.

Life is a state of mind. It is a parent's own adjustment to deafness which makes the problem great or small, not the child himself. He is perfectly capable, believe me. Let us explore the basis of a mother's fears. Just where is your boy's life going to be different? We have several deaf people here with us tonight. Have you visited their homes? Do they drive cars? Watch TV? Laugh? Sing — maybe, but out of tune! Most of them have telephones which they use through their hearing children or with a special teletypewriter attachment. I repeat, where are they so different? Silence may characterize their home and their form of communication; there is an absence of sound in their lives — but that is different to you, not to them. They have adjusted, more or less like people get used to things like mini-skirts, sideburns, and turtleneck sweaters.

It has been suggested that I might want to consider such questions as: "Who has helped me into the life I have today?" "What can parents do to help their deaf child?" What can I say to you who need to push on? Throughout our lives, not just of deaf but all of us, we receive help, advice, and guidance from many quarters, from teachers, parents, friends, neighbors — it adds up. However, I might say that in my own case, and certainly with many other deaf adults during early years, it was, if you will, the absence of help. When a parent has confidence that things will work out all right, this sense of security becomes a part of the deaf child. That is all the help he needs. My parents had two other children to think about on our Wyoming ranch, and in retrospect I think I'm very lucky they didn't have time to fret about my deafness. That was the greatest gift they gave me — acceptance of me as I was and as one of the children. Certainly you will be concerned about the well-being of your deaf child, about his education, his progress, his school, and all that, but in the same manner that you would be for any normal child — no more, no less.

Most deaf people occupy two worlds — your world and their world. Because lip-reading is such a difficult art and such an exhausting strain on the eyes and the mind, frequently they seek relief in a relaxed form of talk, with those who are familiar with their language, deaf or hearing. As your child matures into young manhood or womanhood and occasionally seeks companionship among those with similar communication problems, he will go to clubs, social and athletic affairs with the deaf.

Don't ever begin to feel sorry for him or yourselves. I cannot emphasize too strongly that the world of the deaf is not a sad, lonely place. It is no bleak, foreboding ghetto, no cul-de-sac shunted off from the world of the hearing. Sometimes I think they know a hell of a lot more about living, the true meaning of a carefree existence than some of you with nerve-shattering conflicts in the world of sound. Shouting kids, banging doors, sonic booms, radios and TV sets turned on high, represent phenomena that has my wife climbing the walls while I am blissfully buried in a book.

Human nature has a wonderful way of compensating. As they say, "Hope springs eternal ..." and if you just get acquainted with your deaf child, learn to communicate with him, and let him know about the big, exciting world waiting around the corner, things should work out all right. To be sure, life is not all roses, but neither is it for you, for the man next door, for the governor, the mayor, the alcoholic, the cripple, the blind, the millions of mentally sick, the soldier facing death in Vietnam, for anyone. View your child's disability against the backdrop of the universe, extend your perimeters of consideration, learn to accept him for the unique person which he is. Don't worry about his speech — concern yourselves with the immeasurably more vital element of communication, of mind meeting mind, mood to mood, heart to heart, and the whole joy of self-expression. That's what deafness is all about, not the lines on the audiogram or the elements of speech pathology.

Easter Seals New TDD Announced

The national Easter Seal Society announces the installation of a new Telecommunications Device for the deaf (TDD), and a new TDD number — (312) 243-8880. The equipment will be in operation from 8:45 a.m. to 4:45 p.m. Monday through Friday.

PERSPECTIVES . . .

Continued from Page One

a difference between preparing and educating a child to live productively and independently and the pseudo integration that comes from "rubbing elbows" with non-handicapped peers. In this respect I am reminded of Coleridge's line from "The Rime of the Ancient Mariner": "Water, water everywhere, nor any drop to drink."

The reality of the whole situation was brought home to me when my own deaf daughter asked if she could live in one of the dormitories instead of in our comfortable home with her loving parents. She was having such a good time playing flag football, chatting with her peers, and feeling biological forces stirring within her when her male counterparts asked her to dance or flirted with her.

Is this not the least restrictive environment for my deaf daughter? Is this not what the mainstream of life is all about?